DOCUMENT RESUME

ED 289 442 HE 021 034

AUTHOR Loeher, Larry, Ed; And Others
TITLE The TA at UCLA/Newsletter, Issues No. 9, 1982; No. 10, 1983; No. 11, 1983.
INSTITUTION California Univ., Los Angeles. Office of Instructional Development.
PUB DATE 83
NOTE 27p.; Paper identified by the Task Force on Establishing a National Clearinghouse of Materials Developed for Teaching Assistant (TA) Training. For related documents, see HE 021 033-036. Document printed on brown paper.
PUB TYPE Collected Works - Serials (022) -- Guides - Non-Classroom Use (055)
JOURNAL CIT The TA at UCLA Newsletter; n9 Fall 1982 n10 Win 1983 n11 Spr 1983

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Counseling; College Libraries; Counseling Services; Education Work Relationship; *Experiential Learning; Field Experience Programs; *Graduate Students; Grants; Higher Education; *Peer Influence; *Small Group Instruction; Student Participation; Student Personnel Services; *Teaching Assistants; Time Management; Tutoring
IDENTIFIERS Professional Ethics; *Teaching Assistant Training Project; *University of California Los Angeles

ABSTRACT

Three issues of a University of California, Los Angeles, (UCLA) newsletter by and for teaching assistants (TAs) are presented. Each issue focuses on one of these themes: where to go, experiential learning, and peer group learning. Topics include: TA minigrants up to $250.00 that are funded by UCLA Office of Instructional Development through the TA Training Program; educational career services, time management; 25 don'ts to save time; the major counseling and instructional services available on the UCLA campus; how UCLA libraries can enhance teaching; the field studies development program at UCLA; a bridge between classroom and career; ethics and the new vocationalism; fieldwork on local wildlife; notes from a field journal; field studies and history; UCLA peer group learning program; the cooperative learning process; an undergraduate's view of peer group learning; and learning without a teacher. (SW)

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THE TA AT UCLA/NEWSLETTER, ISSUES NO. 9, 1982; NO. 10, 1983; NO. 11, 1983.

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The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

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ERIC Clearinghouse on Higher Education - Marilyn Shorr

Clearinghouse on ITA Materials - Janet Constantinides

the TA at UCLA NEWSLETTER

Issue No 9 Fall 1982

In this issue:

Where to Go
What to Do
Who to See
"?"

The fall quarter is a particularly troublesome time for TAs. Aside from the influx of freshman undergraduates who are trying to find their way through the UCLA maze (many of our TAs have the same problem), TAs are often asked to help students with instructional problems, to offer counseling and tutoring, personal advice, and advice on where to go with administrative problems. Seniors start wondering what kinds of jobs are available in their major. Frequently, TAs are not prepared to deal with such questions. TAs often do not even know what kinds of services are available for themselves on campus. This newsletter will hopefully offer some "helpful hints" to help you get through the Fall quarter especially, but also provides information that should be useful to you for your entire tenure as a TA. If you have any helpful hints which you think would improve forthcoming newsletters please feel free to come by the TA Training Program Office, 124 Royce Hall. Good luck in the coming year.

TA Mini-Grants

TA Mini-Grants for instructional improvement are funded by the Office of Instructional Development through the TA Training Program. Grants are available to TAs for up to $250.00. These grants are intended to encourage small scale innovation and experimentation in instructional techniques by TAs. The use of the mini-grants may include, (but is not limited to), the rental or purchase of instructional media, funding of field trips, purchase of specialized equipment, and honoraria for distinguished guest speakers. In the past, we have funded items in all of these categories.

"Grants are available to TAs for up to $250.00."

Unquestionably, the most frequently funded items in the TA Mini-Grant Program are instructional media. Previously, we have funded the rental of special films and documentaries not available in our own media library. We have also made grants for the purchase of videotapes, audio-cassettes, filmstrips, etc. which became the property of the TAs department, and, hence, available to other TAs as well. For language, music, and dance classes our office has purchased recordings. Although such material can provide enlightening experiences of a sort not usually available in the classroom, the most exciting proposals have usually gone beyond the mere use of instructional media.

In some instances, we have granted honoraria to film and documentary makers to actually come to the classroom and discuss their work with students. We have done the same with artists and musicians, many of whom are graduates of UCLA. In a unique instance, a grant was made to bring the new wave group "The Waitresses" to a classroom because of their artistic performances on the relation between sex roles and social problems.

In addition, it is possible to obtain a mini-grant for the purchase of specialized equipment not otherwise available to students. An example of this kind of grant was our purchase of special art materials for an art class which were then used to expand students' familiarity with techniques used in professional design.

Finally, field trips are always encouraged. Although we cannot pay any costs for admission that may be incurred, we can pay for transportation costs. For instance, we funded a trip to a General Motors plant to "observe the production process."

Anyone interested in applying for a TA Mini-Grant can obtain an application from the TA Training Program Office, 124 Royce Hall. You can also find more information on the mini-grants in The TA at UCLA, 1982–83 Handbook, on pages 15, and 43–44.

"I get by with a little help with my friends."

—Paul McCartney

Previous Issues of The TA at UCLA Newsletter

The following is a list of past issues of the Newsletter which the TA Training Office still keeps on file. You are welcome to come by and take one.

Issue #2 Cheating and Plagiarism
Issue #3 Writing
Issue #4 Videotape
Issue #5 Anxiety
Issue #6 Motivation
Issue #7 Role of the TA
Issue #8 TA Training

On Being Busy

The following article originally appeared in UC Santa Cruz's Teacher on the Hill. We found it interesting and with the permission of TOTH we have included it in our own newsletter this quarter.

There is an aura of busyness in the academic air. It must exist elsewhere, but it seems particularly strong in our academic world of often-undefined and seemingly endless obligations: to students, to colleagues, to the University, to the public, to ourselves. We treat time as an object: we save it, kill it, use it, borrow it, lose it. And none of us seems to have enough of it. Even despite the timeless atmosphere of these Santa Cruz forest paths, we live in a community with a serious scarcity of time.

Being busy, of course, is not necessarily the same as not having enough time. Webster's defines "busy" as "characterized by much activity," or "continually active or at work." Being busy can mean an immersion in productive activity. Often, however, it's short for being too busy. Busyness, in this sense, suggests piles of unanswered mail, overflowing in-boxes, missed deadlines, unmet obligations; feelings of distractions, anxiety, frustration. When I'm too busy, my attention is on finishing—not on doing—whatever I'm involved with. The pleasure of writing an honest evaluation of a student's work becomes instead a race against last hour's record (12 down, 112 to go). When too busy, I'm distracted, intent not on the experience I'm having now, but on the imagined experience of finally finishing. I postpone satisfaction until the deadline is met—at which point four or five new deadlines await me, tapping their feet impatiently.

Most satisfying are those moments when I'm not too busy; when the writing of a single paragraph is as important as the completion of a manuscript, the returning of a single phone call as satisfying as emptying an in-box full of messages.

I once tried to trace the origins of my busyness, and found it began in high school when I first entered the world of unlimited possibilities, both academic and personal. I always accomplished enough to do well, and usually to excel; yet I never met my own personal goals. These, quite simply, called for doing everything I had ever wanted to do. This isn't unusual, I know. A speed reader once complained to me, "There's so much I want to read that I'll never have time to finish it all!" Although she could read Jane Eyre in an hour, her internal goals, like mine, called for much more.

My busyness persisted despite the changing forms of my activity: college student, secretary, graduate student, wife, mother, professor. Being too busy need not be specific to the particular project that happens to occupy me. Being too busy can have its own reasons. To discover these, I must look within. This inner search requires the greatest delicacy. Carefully, to avoid offending, I question myself. "Your busyness must have served some purpose," I suggest. "Tell me, how has it seemed to be in your best interest?"

Answers slowly come. Busyness, it seems, has been a 15-year excuse. "With enough time, I could do my best. As it is, you'll just have to forgive me; you know how busy I am." This stance has allowed me to avoid responsibility for finished work, and to sidestep a fear of failure. If the work doesn't turn out well, it's clear that, given enough time, I could have done much better.

Busyness has also kept me feeling and appearing important. If I can't do all I want, I must be doing something terribly significant. We all encounter considerable social pressure to seem busy. Imagine walking down the corridor and admitting to a colleague being all caught up, with nothing pressing to do today. We need to be seen as busy, to be seen as too busy makes us appear even more important. Given this context, not to be busy would be almost impolite—an embarrassing exception.

"If I caught up, then what would I do? Who would I be?"

Perhaps most importantly, I have used busyness to keep from "disappearing." If I caught up, then what would I do? Who would I be? Busyness has kept me from confronting the void that many of us associate with completion. What is undone has not only distressed me—in part, it has also defined me. Immersed in incompletions, I could avoid the challenges involved in starting anew, creating afresh, beginning again.

How can we keep busy without becoming too busy? Accepting our limitations, both of time and ability, is critical. We must train ourselves to sometimes say "no," understanding that completing a few things is infinitely more satisfying than leaving many undone. "No, I won't give that colloquium," can mean, "Yes, I will complete that article." "No I won't advise this thesis," can mean, "Yes, I will do a better job of advising the others I've already agreed to."

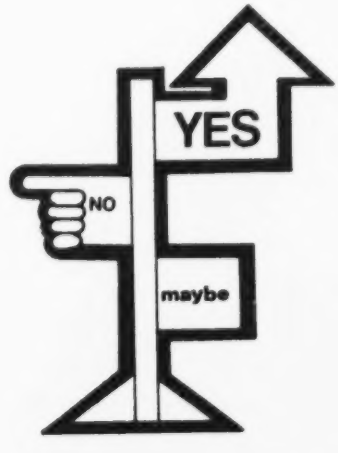
Adjusting our standards can help as well. So many of us in academia are perfectionists to an unnecessary degree. Today's office memo may be poorly-typed and badly-worded, but tomorrow's report may then be the model of precision and clarity we aim for. As a colleague once observed, "Not everything worth doing is worth doing well."

But most important, we must ask ourselves what purpose our busyness serves. For as long as we have something invested in being too busy—our self importance, for example—we are caught in a self-perpetuating cycle. Only by understanding that cycle can we break out of it. And create a more satisfying one.

Humor helps me to see uncomfortable truths. When I was depressed over some unmet deadline, my husband suddenly conducted a mock interview with his 100-year old self. "Tell me, Bill, how did it feel to live a lifetime with someone who never caught up?" "Well," he answered, "I kept hoping that next time..."

I still haven't caught up, but rarely these days do I feel too busy. As I explore the sources of being too busy, I find I can learn to be just busy enough, actively involved in all that gives life meaning, purpose, and joy.

Wendy Martyna
Psychology
UC Santa Cruz



Educational Career Services

To make it less difficult for Ph.D's to find out what careers are available to them, Educational Career Services (ECS), a unit of the Placement and Career Planning Center at UCLA provides a wide range of employment related services. ECS offers many services to University of California students and alumni. One such service is maintenance of education placement files for people until they reach age 70. Each time an applicant applies for an educational position, ECS will provide a copy of the placement file at the request of either the applicant or the educational institution. Fees for service begin six months after completion of the degree or credential from the University of California.

Another important service is the internship program for applicants who are seeking an initial experience in teaching. ECS offers two programs. One provides an internship at the elementary/secondary level, while the other focuses on the needs of potential two-year college and four-year college and university faculty who have no previous teaching experience.

ECS also provides counselors for those individuals with questions that cannot be answered in group meetings. Another important ECS resource is the library, which contains college and university catalogues, information about overseas opportunities, periodicals and various other educational reference publications. The Placement and Career Planning Center, where ECS is located, also maintains a more general, comprehensive library.

Finally, ECS provides information on vacancies that it receives from school districts and higher education institutions throughout the world. This information is available in the ECS office and via six-minute recorded telephone messages which address vacancies during the previous week.

CAREER OPTIONS FOR EDUCATORS PROGRAM

One of the most interesting and innovative programs offered by ECS is the Career Options for Educators Program. Initiated in 1978, Career Options emphasizes the development of optional careers by those involved in or pursuing academic careers. Doctoral students benefit from the program by becoming aware of how they might function in non-academic settings. Such preparation is of particular benefit in the 1980's because of declining opportunities in academia. The issue of alternative careers cannot be ignored given the projections of the loss of opportunities for teaching/research positions at the university level.

A purpose of the seminars is to help the Ph.D. identify and develop skills, not occupations. Participants are encouraged to examine their personal values. When previous employment activities are the topic of analysis, the session director encourages participants to present their skills and not just a record of their specific jobs.

Participants spend considerable time in preparing resumes using a variety of formats for this exercise. The individual develops the ability to explore and present skills that would likely be important in a private company. The standard chronological resume (c.v.) is not appropriate for business and industry.

The sessions also devote considerable time to teaching people how to approach the interview situation. Simulations are conducted after which the group discusses the positive and negative aspects of the interview. Those interested in obtaining additional information about the program should visit Educational Career Services in the Placement and Career Planning Center, 825-2981, Ext. 245.

Albert Aubin
Educational Career Services

"O! Call back yesterday, bid time return."

—William Shakespeare

Twenty Five Don'ts to Save Time

1. Don't start your day without a list of goals and priorities.
2. Don't overschedule your day. Be reasonable and flexible.
3. Don't trust your memory—write it down!
4. Don't leave your door open.
5. Don't assume—ask for clarification of assignments, responsibilities, and procedures.
6. Don't listen to how it's done at Berkeley—it's not all that great.
7. Don't sit down when you want to keep conversations brief.
8. Don't stop walking when people greet you on campus (unless they are *really* attractive).
9. Don't do someone else's job.
10. Don't write what you can xerox.
11. Don't xerox what you don't need.
12. Don't draw to fill an inside straight.
13. Don't eat a large meal when you have intelligent work to complete afterwards.
14. Don't bother to BS. If you don't know, shut up. Be brief and direct.
15. Don't expect to meet with people unless you've made an appointment.
16. Don't get born again. One birth in a lifetime is enough for anyone.
17. Don't attempt vast projects with half-vast plans.
18. Don't sit on work assignments, either begin now or plan for when you will begin.
19. Don't run yourself down, sickness delays everything.
20. Don't avoid unpleasant jobs. Do them first if you can.
21. Don't do things twice, get it right the first time.
22. Don't volunteer. Learn how to say "no" if asked.
23. Don't insist on total perfection, some jobs aren't worth it.
24. Don't handle papers more than once—when you pick one up, do something with it.
25. Don't think twice, it's alright.

Referral Guide for TAs

Often TAs are called upon by students to offer instruction or advice on matters in which they lack expertise or knowledge. Frequently, they can also identify students with specific problems on their own. In either case, the solution of such problems can be found by knowing where to send students for help, if they need it. The following is a brief listing of the major counseling and instructional services available on the UCLA campus.

COUNSELING AND TUTORING

Department Counselors

Department Counselors provide information about the courses within their departments, as well as departmental and major requirements. They may also be of help in finding research, study, and job opportunities.

Faculty Advisers

Faculty Advisers can advise on questions pertaining to the major and courses applicable to the major, graduate schools, and/or further study and research projects.

Academic Student Counselors (ASK)

Academic Student Counselors can advise from a student's point of view about academic procedures and University requirements, as well as provide referrals to various student services on campus.

Psychological and Counseling Services
4223 Math Sciences
Monday through Friday 8am to 5pm
825-4027, 825-0768

The Behavioral Division of Psychological and Counseling Services deals with students who want help in carrying out changes that they would like to see in themselves—changes in their use of time, changes in unwanted habits, or in thought patterns or perspectives. Specifically, this service attempts to help students overcome test anxiety, writing blocks, fear of oral exams or of participating in classroom discussions, and procrastination in studying.

The Counseling Division of Psychological and Counseling Services most often works with students who want help in clarifying feelings and issues; in exploring alternatives or in making difficult decisions; in better understanding and dealing with themselves or their relationships; or in handling intense emotional experiences.

ARC Learning Lab
290 Powell
206-1211

The Learning Lab offers audio and video self-instructional programs on study reading, efficient reading, rapid reading, listening, note-taking, concentration, time management, objective and essay exam preparation, etc., with handouts to accompany these programs. Counselors there will meet with each student to help them identify their ineffective study processes and direct them to appropriate materials. The Learning Lab is closely coordinated with tutorial and other support services so appropriate follow-up referrals can be made.

Math/Science Tutorial Center
3972 Math Sciences
206-6965

To request a tutor from the Math/Science Tutorial Center, students should come to 3973 MS between 11am and 3pm, Monday through Friday, beginning on the first day of classes. Staffed by graduates and upper division undergraduates, the center provides continuing tutorial support for students who have problems with lower division math skills. For more information, contact Dr. Bill McGuire, coordinator, at 206-6965.

Composition Tutoring Lab
280 Powell
206-1211

Sponsored by the UCLA Writing Programs and supervised by ARC, the Composition Tutoring Lab helps students individually with their writing problems. Designed primarily to support the basic composition courses, English A and 3, the Lab can also assist students with writing assignments for other courses. Non-native speakers of English find the Lab a particularly valuable resource.

The undergraduate peer tutors can help students understand and profit from the corrections you make on their papers and essay exams. The tutors can also guide students in generating and organizing material and rough drafts. This process could lighten your task as a reader. For more information, contact Dr. Judith Collas, Composition Tutoring Lab Supervisor, 206-1211.

ADMINISTRATIVE DETAILS

The College or School Staff

Each College or School Staff answers general questions at the "Information" window and gives information about various petitions, filing procedures, and deadlines.

The College or School Counselors

Each of the College or School Counselors help students explore choices of a major and can show how college/school or university academic regulations apply to an individual situation.

Financial Aid
A129 Murphy Hall
Monday through Friday 9am to 4pm
825-4351

The Financial Aid office has a good reputation for being able to show students the best sources of grants, work-study employment, low-interest loans or scholarships. In addition to financial need, the Financial Aid Office takes into account academic ability, achievement and potential. Counselors are available by appointment and a walk-in basis.

Adding or Dropping Classes

Students wanting to add or drop a class in the first two weeks of classes can do so without a fee at the computers in Ackerman Union. In the third and fourth week, undergraduate students must go to their respective school or college if they want to add or drop a class, and they must then pay a $3.00 fee. After the fourth week adding or dropping classes is done by petition and college or school approval, with a $13.00 fee.

Changing of Credit Detail

An undergraduate student may change from a P/NP to a letter grade or vice versa up to the sixth week of school, though there is a $3.00 fee after the second week.

Procedures for Student Withdrawal

It is a regulation of the Academic Senate that each student assume full responsibility for satisfactory completion of all courses listed on the Official Study List. Students who are having difficulty with their academic work might stop attending class, not realizing that they are responsible for the courses on their study list if they do not formally withdraw from them. Therefore, if students withdraw from any or all of their courses without formal permission from the Dean of the appropriate school or college, they may be subject to enforced withdrawal from the University or other appropriate disciplinary action. If a withdrawal is initiated during the 10th week of classes or later students will be required to present evidence that no final examination has been taken or courses completed in any manner.

STUDENT SERVICES

Ombudsman
274 Kinsey
Monday through Friday 8am to 5pm
825-7627, 825-7628

The Ombudsman is responsible for listening to grievances from any member of the campus community, i.e., students, faculty, administrators, and staff; for investigating those grievances where resolution has not been to the satisfaction of the individual concerned or where there are no established guidelines for resolution; and for mediating, wherever possible, those grievances where the Ombudsman's assistance has been requested by the individual involved. The office is independent in operation, and all matters are handled confidentially. The Ombudsman is empowered to recommend changes to the University Policies Commission and/or to the Chancellor regarding University policies and practices. However, no action will be taken without approval of the individual(s) concerned.

Placement and Career Planning Center
(Across from Moore Hall)
Monday through Friday 8am to 5pm
(except Tuesday, 8am to 7pm)
825-2981

The Placement and Career Planning Center offers career development and placement services to students of all disciplines and all degree and class levels. Experienced career counselors are available to help students locate the most current and accurate career information, assist students with the decision of whether or not to attend graduate school, and inform students of current projected labor market needs and demands.

The Career Resources Library Service provides general career information: employment, professional, and graduate school catalogs; certain pertinent periodicals and other items intended to assist with career decision making.

The Direct Referral Service provides a ready access to a large number of currently available jobs in a variety of organizations.

The Campus Interview Program brings representatives of a large number of employers, graduate schools, and professional schools to discuss career-related summer employment and career opportunities and to recruit prospective graduate students.

The Student Job Information Service provides a job listing and referral system for currently enrolled students and their spouses who are seeking various types of employment.

Field Studies Development
50 Dodd Hall
Monday through Friday 8am to 5pm
825-7867

The goal of this program is to encourage the development of field study or academic internship programs within academic departments. Departmental coordinators work with students in developing field projects and in finding placements and academic sponsorship. Currently, there are special coordinators for biology, history, geography, communication studies, psychology, and kinesiology.

Student Legal Services
70 Dodd Hall
Monday through Friday 9am to 4pm
825-9895

The Student Legal Service offers legal counseling and assistance without charge to regularly enrolled UCLA students. The office provides assistance in dealing with a variety of problems, including landlord/tenant relations, domestic relations, consumer problems, accident and injury problems, criminal matters, and contract and debt problems. All matters are handled confidentially.

Student Health Service
A2-130 Center for Health Sciences
Monday and Wednesday through Friday
8am to noon and 1 to 5pm, Tuesday
9am to noon and 1 to 5pm
825-4073

Student Health Service is a fully equipped general medical clinic, with supporting specialty clinics, which provides a broad range of direct ambulatory services, both preventive and medical, for eligible students. Services are available either on a walk-in basis or by appointment.

The general clinic, specialty clinics, laboratory tests and X-ray services are free of charge during the school year. Fees are charged for all medications, routine physicals and required health evaluations, dental services, immunizations and travel shots, contraceptive devices and medication, orthopedic supplies and other miscellaneous services. A small fee is charged for missed appointments. During the summer additional Student Health Service fees are charged.

Let the UCLA Libraries Enhance Your Teaching

The UCLA libraries offer a variety of services geared specifically to TA classroom needs as well as to the personal needs of TAs as graduate students and teachers.

"Give a student a lifetime ability to find information and to continue his or her education."

An old adage states that if you give a man a fish, you've given him a meal, but if you teach him how to fish, you've given him a lifetime of meals. Guidance and instruction in the use of the library and reference sources give a student a lifetime ability to find information and to continue his or her education.

COLLEGE LIBRARY

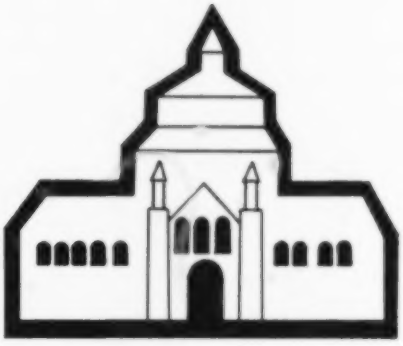
The College Library, located in the Powell Library Building, is UCLA's undergraduate library. Emphasis is on the humanities and social sciences, although copies of books which support lower division teaching in the sciences are also purchased.

For RESERVE SERVICES, TA's are invited to submit reserve reading lists for their classes, as are the permanent faculty. Forms are available from departmental offices or can be obtained in 200B Powell.

The four deadlines for submitting reserve lists are June 15 for Fall Quarter, October 15 for Winter, January 15 for Spring, and April 15 for Summer Sessions.

OTHER RESERVE SERVICES provided to undergraduates are: EXAMS—instructors send in old exams if they wish to have them available for student's use: LECTURE NOTES—ASUCLA sends College Library one copy of each of the notes they sell; APS READING—ASUCLA sends one copy of any readings enrolling 45 or more students. The materials listed above can be checked out for two hours. Most items are placed on two-hour reserve at the Circulation Counter. If you want a book owned by College Library to be on one-day reserve, it will be so marked and shelved in its regular place in the book stacks with other books on the subject. This has the added benefit of exposing students to other materials on the same topic.

Another important service offered by College Library is LIBRARY INSTRUCTION. Reference librarians on duty in the Main Reading Room instruct undergraduates in the use of specific resources, help define term paper topics, and assist in establishing search strategies. Librarians also provide IN-CLASS INSTRUCTION in the use of the library and its resources. If you would like to arrange a lecture for your class, call the Reference Office at x52138 or x56726.



UNIVERSITY RESEARCH LIBRARY (URL)

The University Research Library, serving the disciplines in the social sciences and humanities, offers individual ORIENTATION TOURS for classes, showing locations of various departments and reference materials and giving information on the use of the card catalog, microfiche catalog and serials lists, and demonstrating the use of computer terminals for online access to some library files. The Reference Librarians will also give BIBLIOGRAPHIC LECTURES ON SOURCES IN SPECIFIC SUBJECT FIELDS to classes. These lectures, given in the classroom or in the library, emphasize special reference materials, indexes and abstracts, and computer search service in subject areas.

TAs are invited to attend LIBRARY UPDATE SEMINARS offered by the Reference Department each Fall Quarter for graduate students and faculty. The seminars are designed to keep you up to date on new and changing reference materials and on changes in the catalog, new automated systems, and other library services. Please reserve a space by calling x51544. Other services are INTERLIBRARY LOAN ORIENTATION which provides tutoring on the bibliographic verification techniques and source necessary for borrowing books from other libraries, and DISSERTATION RESEARCH CONSULTATION in the subject fields of the social sciences and humanities. Call x51457, to arrange orientation tours, subject lectures, or dissertation consultation.

Reserve services for graduate courses are located on the second floor of URL. Doctoral candidate desks are assigned at the Graduate Reserve Service. Lockers for other students are available through the Cashier's Window on the main floor.

LIBRARY CARDS

Library cards are issued at the URL Patron Registration Corner of the Loan Desk, at the Biomedical Library, and at the Engineering & Mathematical Sciences Library. The student presents a photographic identification card, a current registration card, and fills out an application. A bar-coded label is affixed to the photo I.D. Both the photo I.D. and the current registration card are required for borrowing books.

Do take advantage of the many services offered by the campus libraries and have a very successful academic year.

OTHER CAMPUS LIBRARIES

Other libraries on campus also offer instructional support services, including reserves, library orientation, and class lectures on request. The libraries and their telephone numbers are listed below.

Architecture and Urban Planning Library	x52747
Art Library	x53817
Biomedical Library	x68016
Chemistry Library	x53342
Education & Psychology Library	x54081
Engineering & Math Sciences Library	x53398
Geology-Geophysics Library	x51055
Management Library	x53138
Map Library	x53526
Music Library	x54881
Oral History Program	x54932
Oriental Library	x54836
Physics Library	x54792
Public Affairs Service	x51942
Theater Arts Library	x57253

Ann T. Hinckley
URL
Tom Fry
College Library

"Dost thou live life? Then do not squander time; for that's the stuff life is made of."
—Ben Franklin

The Management of One's Time

To the typical student, the University represents more than just signing up for, sitting through, and hopefully learning something from a series of courses. The University represents a time for students to involve themselves in experiences which help them to develop emotionally, physically, and perhaps, spiritually.

As students journey through these experiences, they are harassed by many difficulties. Chief among these is the difficulty many students have in managing their time. For many, there just doesn't seem to be enough time in the day to do all that they would like to do. This seems particularly true for students on the quarter system. Time seems to have a way of moving "extra fast."

Given the wealth of opportunity at the university and the fact that there are only 24 hours in any one day in which to experience these opportunities, is it reasonable to expect that one can take advantage of this abundance of opportunity and still have time to appreciate the experience? The problem of managing one's time can be tackled in many ways. The following is by no means an exhaustive list of strategies to help one manage time. Yet these few suggestions, if implemented, have proven to be effective in relieving the pressures one often feels when the management of time becomes problematic.

1. It is important to establish priorities. All tasks cannot be performed and accomplished at the same time, so focus on one task at a time.

2. Break your tasks down into small, "doable" steps. In plain point of fact, no task was ever completed, nor will one ever be completed, without going through a series of steps. Focus on completing the component parts.

3. Part of breaking down your tasks into small "doable" steps entails setting aside manageable blocks of time during which tasks can be performed. It is not advisable, for example, to sit for 8 straight hours studying a text. It is to one's advantage to set aside a two hour block of time, and to use five or so minutes after the two hour period for a break.

4. Get started. Too much time is spent allegedly "preparing" to undertake a particular task. A certain amount of preparation is desirable, but preparation, in and of itself, never completed a task. It is important to implement "doing" behavior.

5. Look at what you have accomplished. People commonly focus on those parts of the task that remain to be completed. Little time is spent focusing on what has already been done. Realizing one's success contributes to one's overall sense that it is possible to complete a task.

6. Realize that there is a difference between "a job well done" and "a perfect job." Much of the anxiety that results from poor time management is triggered and maintained by the belief that one's sense of "self" is determined by one's ability to achieve perfection. Implicit in this belief is the assumption that "perfection" is an attainable goal. In reality, human existence (i.e., "self") and "perfection" are mutually exclusive terms. Put another way, it is humanly impossible to be perfect.

For TAs who experience difficulty in managing their time and who want to improve their time management skills, or for those TAs who notice students who appear to have time management difficulties, the Psychological and Counseling Services might be a good place to seek assistance. P&CS is a free, confidential mental health resource for students. Time management problems are dealt with frequently. P&CS is open Monday-Friday from 8:00 am–5:00 pm. You can make an appointment to see a psychologist by coming to the office at 4223 Math Sciences, or by calling 825-4207.

Bill Parham
Psychological and
Counseling Services

"The hardest part of getting an education is finding a place to park."

Grants, Financial Aid, Fellowships/ Assistantships, Tuition Waivers and So Forth...

This article was prepared through the courtesy of the UCLA Graduate Division, Fellowship and Assistantship Section.

Financial support is available in two general categories—merit-based and need-based. Since money for graduate students has many sources and administrative offices, obtaining funds can become confusing.

The most important point to remember about UCLA's financial support is: YOU MUST APPLY FOR IT.

If you need money (or think you might in the near future)—be sure to apply for all types of financial assistance. Even though we can't guarantee you will receive the funds you request, we want to make sure that your chances are as good as possible. Again, the most important step is your application. Without it, you will not be considered for financial assistance.

You can find out the details about funds for graduate students in the booklet, "*Graduate Student Support Resources*." Come to our Fellowships and Assistantships office and pick one up. We are located in 1228 Murphy Hall.

We urge you to read this brochure and consult with your faculty adviser. If you have general questions about how to proceed, talk with Myrna Prescott in our Fellowship and Assistantship office.

We also process your employment and appointments, and can help you handle problems you may encounter. If you're having difficulty with a teaching or research assistantship, see Manuel Benevidez; for problems with a University fellowship, see Beverly Bondurant; for departmental fellowships, see Lillian Gorman.

GRADUATE DIVISION SUPPORT

Fellowships, teaching, and research assistantships, and tuition waivers are awarded by departments and processed by the Fellowship and Assistant-

ship office. For the most part, these funds are merit-based—they are determined by your academic standing, and require faculty recommendations. When you receive a merit-based award, you are still eligible to be considered for additional support based on your financial need.

To apply, see your department for teaching and research assistantships, departmentally-awarded fellowships and traineeships, and tuition waivers. And file the "Fellowship and Assistantship Application for Continuing Students." The application is available in your department and in the Fellowship and Assistantship office. Follow the deadlines in the application, and be sure that the category of support in which you're interested is covered by this campuswide application. Some support programs have special application forms.

A Few Pointers

TA Advance Loans

These are interest-free loans in the form of advanced partial payments for teaching assistants, associates and fellows. The first TA paycheck is available at the beginning of the second month of the quarter. If you need money before then, you can apply for an advance. For Winter Quarter, the application period for TA advance loans is December 1, 1982–January 28, 1983. To apply, obtain a completed form from your department authorizing the advance check and bring the form to Manuel Benevidez in the Fellowship and Assistantship office.

Conference Travel Grants

Conference Travel Grants are limited funds to cover travel expenses to conferences for students who are invited to present research findings.

Research Expense Grants

These are modest funds to cover research expenditures of students who have not been advanced to doctoral candidacy.

Chancellor's Patent Fund

The Chancellor's Patent Fund covers limited amounts of dissertation-related expense for students advanced to candidacy. These small grants are competitive and you apply with special forms available in the Fellowship and Assistantship office.

A Few More Pointers

Guaranteed Student Loans

The terms of these loans are under discussion now, as part of federal efforts at budget-cutting. Their current interest rate for new borrowers is 9%. Also, at present, if your family income is $30,000 or more, a need analysis is required.

Keep in mind that the regulations governing new guaranteed student loans may change. Detailed and up-to-date information, and applications, are available in A128 Murphy Hall. Plan to allow about three months for receipt of your check.

the TA at UCLA NEWSLETTER

Published by the
Teaching Assistant Training Program of
the Office of Instructional Development
124 Royce Hall
University of California, Los Angeles
405 Hilgard Ave.
Los Angeles, CA 90024
(213) 825-9269

"One problem most people in academe share...is the inability to say no."

Michael Cowan
Literature
UC Santa Cruz

Credits

Special thanks to Teacher on the Hill for letting us reprint the items by Wendy Martyna and Michael Cowan. TOTH is self described as "faculty conversations about teaching and learning at UCSC." TOTH is sponsored by the Task Force for Instructional Improvement at UC Santa Cruz. We find it especially stimulating and encourage you to drop by our office (124 Royce Hall) and look through our file copies.

Many people helped to put this issue together. Our thanks and your appreciation should go to Ann T. Hinckley, head of URL Reference Department, and Tom Fry, Head of the College Library; Bill Parham, Psychological and Counseling Services; Albert E. Aubin, Assistant Director, Educational Career Services; Diane Brandt, Graduate Division.

"I have made this letter longer than usual, because I lack the time to make it short."

—Blaise Pascal

the TA at UCLA NEWSLETTER

In this issue:

Experiential Learning

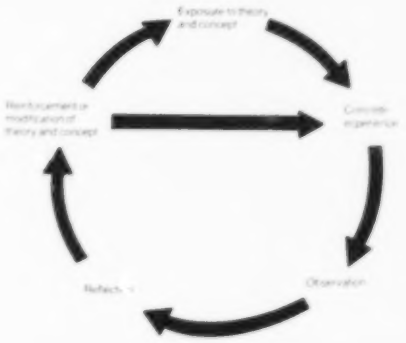
The Field Studies Development Program at UCLA

I. WHY A FIELD STUDY OR INTERNSHIP?

First, let's dispose of the problem of definition. Is there a difference between a field study and an internship? At first glance it seems that a field study suggests detached observation, while an internship connotes an apprentice-like role. However, this distinction quickly breaks down as we account for participant-observation in field study and encourage "interns" to carefully document their learning. Since our purpose is not to engage in semantic debate, we will use the term "field study" to describe any structured out-of-classroom situation sanctioned by the University in which learning is the primary objective.

Why participate in a field study? There are numerous benefits to both academic and non-academic learning. The non-academic benefits usually come to mind first. These include opportunities for career exploration, for development of technical and interpersonal skills, and for self-assessment.

The potential for academic enrichment, however, is often overlooked by those unfamiliar with field studies. Field experience, if handled properly, presents the opportunity to test theories and to grasp concepts by viewing their application. The structured experiential learning model presents learning as a cycle which depends upon observation and reflection to produce the interplay between theory and concept on the one hand, and concrete experience on the other. The model may be represented as follows:



It is important to note, however, that perhaps the most significant learning gained through field studies transcends academic/non-academic categorization.

"Students in field studies often have opportunities to confront and clarify their values, solve problems, make decisions under certain conditions, use communication skills, and organize their thinking."

This learning helps to produce the kind of individual which liberal arts institutions have dedicated themselves to turning out. Students in field studies often have opportunities to confront and clarify their values, solve problems, make decisions under uncertain conditions, use communication skills, and organize their thinking. Such experiences seem to be much of what a university is all about.

II. HOW UCLA HANDLES FIELD STUDIES

The University, in its wisdom, has chosen to divide field studies into three categories and distribute coordinating responsibilities accordingly. The divisional lines are not strictly adhered to, but generally look like this:

Career-related internships which are paid and do not give academic credit are handled by the Placement and Career Planning Center.

Internships which are neither for pay nor for academic credit are handled by the EXPO Center in Ackerman Union.

Field Studies (internships) which are for academic credit but not for pay are handled by the Field Studies Office (FSD) located at Dodd 50.

It is those field studies which can be undertaken for academic credit which we will discuss here. The University has chosen to commit limited funds to support the use of field studies for academic credit. The first departmental program is in Psychology, where students may participate in Psychology 350, which includes a field study component, or Psychology 351, which includes a research component. These courses enroll about 375 students a year. A departmental coordinator assists in placement and evaluation of these students.

Most students have access to field studies through the Field Studies Development Program (FSD) of the Office of Instructional Development. FSD makes funds available yearly for a number of academic departments to select graduate students (no more than one per department) to assist in developing or coordinating field studies programs. Currently, History, Geography, and Communications Studies have field studies coordinators. These graduate students spend at least half their time assisting undergraduates in securing a field study in the coordinators' home departments. The coordinators spend the rest of their time assisting undergraduates who want a field study in a department which does

not have its own coordinator. It is usually not necessary for an undergraduate to major in the field in which the field study is taken. With the exception of psychology and communication studies, which use the 350 course series format, this means bringing together the student and a faculty member who will sponsor him or her in a field study 199 course. It also means preparing the student for the experience, and monitoring the experience.

III. HOW WE ASSIST STUDENTS

A student coming in to the FSD office will meet with a field studies coordinator who will review the student's situation and, if appropriate, begin the process of establishing a field study placement and a faculty sponsor. Many students we see already have a placement lined up. Those who do not may use our extensive placement files to locate a suitable field study—or we will develop something brand new. The coordinator will help the student identify learning objectives and suggest likely faculty sponsors for a 199 course.

The Learning Agreement

As part of preparation for the field study, the coordinator will assist the student in developing a learning agreement, a document that specifies the conditions of the field study and is signed by all parties: the student, the community sponsor, the faculty sponsor, and the coordinator. The student is expected to describe the learning objectives of the field study, the schedule and responsibilities involved, the means by which the student will integrate classroom learning with that gained from the field study, and the means by which the project will be evaluated. The student normally consults the faculty sponsor before writing up the learning agreement in final form. At that time, the faculty sponsor makes known his or her expectations for a term paper and assigned readings. Copies of the agreement are distributed to all parties.

Keeping a Journal

Maintaining a journal throughout the field study is probably the best way to assure that learning is maximized. A journal presents the opportunity to both record information and to reflect on its implications. The journal should be not only a record of daily activities, but also a compendium of ideas. These ideas typically include insights into the nature of the placement and the student's role. The journal is often topically organized to include a description or brief history of the organization, the role of different groups, the politics and economics of the situation, etc. Consciously gathering information on these subjects and documenting it, putting it within an academic framework, and supplementing it with secondary sources suggested by the faculty sponsor is a powerful learning experience that combines the best of both worlds of learning.

Equally important, the student can use the journal to assess his or her own skills, both those of a technical nature and those which (as discussed earlier) further the goals of a liberal education. At this point the student might well learn how adequately the university experience has prepared him or her for the non-university world.

Consciously thinking about the field study, its goals, and its evaluation, and applying these to academic study creates a rich educational experience. While field studies will never replace classroom learning, they should be a part of every undergraduate's education.

For more information on Field Sutdies at UCLA, drop by or call the Field Studies Development Office at 50 Dodd (x52295) and ask for a copy of the 1982–83 Undergraduate Guide to Field Studies at UCLA. We are always happy to answer your questions.■

—Mark Lipschutz
Roger Long
Field Studies Development

"I have but one lamp by which my feet are guided, and that is the lamp of experience."
—Patrick Henry

A Bridge Between Classroom and Career

Two hundred years ago, Patrick Henry, delivering a speech to the Virginia Convention, inadvertently advocated experiential learning as the optimal means of acquiring an education. "I have but one lamp by which my feet are guided," he declared, "and that is the lamp of experience." Henry's observation was not unique to eighteenth-century America.

"For all the things we have to learn before we can do them, we learn by doing them."
—Aristotle

In Greece, twenty-four hundred years earlier, Aristotle, writing in the opening chapter of Nicomachean Ethics, voiced a similar opinion. "For all the things we have to learn before we can do them," he said, "we learn by doing them." History affords us with numerous other examples of this expression, and today, the adage of "experience is the best teacher" is taken for granted. Nevertheless, despite this commonly held belief, the field of experiential education (which is simply the idea of learning by experience) was, until recently, looked upon with a great deal of skepticism and doubt. I, like others, have always been quick to believe that internships, work experience, and other types of "practical learning" were poor substitutes for classroom scholarship; they were—as I have been told—designed for those who met with failure in the school setting.

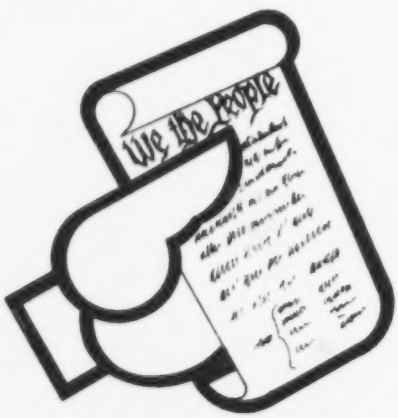
Such were the opinions I held on experiential education prior to participation in the UCLA Field Studies program.

"Experience is the best teacher."

"Career-minded internships can provide a bridge for the student between the school and the work place."

After completing an internship in conjunction with a 199 research paper Fall Quarter 1981, my views concerning this "innovative" method of learning have been altered significantly.

Career-minded internships, I have found, can provide a bridge for the student between the school and the work place. They can give him or her not only a break from the campus environment, but also the chance to combine theory with practice, to apply the "textbook concepts" learned in school to the problems encountered in the "real world." Rarely does classroom work afford the student this opportunity. Indeed, one of the drawbacks of traditional, or "formal," methods of schooling is that there is little in the way of practical application of the materials studied. Educators today are recognizing this shortcoming, and individuals involved in the educational planning process are beginning to take note of the programs traditionally classified under the "nonformal" sector of education.



For my internship, I worked in the West Coast district office of Congressman Barry M. Goldwater, while concurrently researching and writing an independent term paper (to satisfy the History Department's 199 requirements) which analyzed patterns of juvenile crime from a historical perspective. Working in the congressional office was a unique opportunity. Besides all of the benefits which the office itself had to offer—including meeting people from all walks of life and from various sections of the country, plus getting an inside look at the legislative process and some work experience to boot—it was an excellent location from which to conduct historical research. Through the various branches of government, I had access to scores of relevant materials, including reference data, statistical findings, and other information which added significantly to the quality of my research. In addition, two of the staff members were UCLA graduates themselves; the congressman's field representative, who oversaw the intern program, was a 1980 graduate who had done a 199 herself, so she was able to give me valuable suggestions based on her own experience.

The entire intern program ran quite smoothly, and in retrospect, I can see that this was the primary reason that I was able to get as much out of my project, in terms of both learning and enjoyment, as I did. From my initial conversation with the History Department's Field Studies Coordinator, Roger Long, to the final drafting of my paper, everyone went out of his or her way to be helpful and to assist me wherever possible.

Roger was instrumental in helping me get my first contacts with the congressional office. His duties included not only assisting me in the scheduling of my first appointment with the congressman's representative, but meeting with me periodically throughout the quarter to ascertain that all was going well, and to suggest possible avenues of research. Meanwhile, my faculty sponsor, Betsy Perry, also contributed greatly to the success of the project. She seemed to be as excited as I was, and her enthusiasm was as helpful as her bibliographical advice, research tips, etc.

Looking back on my internship, I can cite numerous benefits I derived from the program. In addition to meeting many new people with whom I would otherwise not have come in contact, the internship gave me the opportunity to enhance my communication skills. In addition, it served to broaden my perspective in my other classes, as well as my view on education in general.

For these reasons and more, I wholeheartedly recommend the UCLA Field Studies program to any student wishing to make the most of his undergraduate education. ■

—Peter Aitelli
History

Ethics and the New Vocationalism: New Problems, New Opportunities

Higher education in the 1980's is radically different from what it was even a few years ago. Changes in society, technology, and the economy have had an enormous impact on the values and priorities of American colleges and universities and on the lives and attitudes of millions of students. It is apparent by now that most undergraduates are more interested in prospective careers and professional objectives than in the traditions of liberal learning. Their frequent obsession with future employment has caused anguish for countless instructors and others committed to the liberal arts.

That many students perceive their undergraduate years as mere preparation for careers in law, medicine, management, engineering, and related fields is both obvious and depressing. Equally disturbing, however, are the passive and defeatist attitudes of many educators in the face of this new reality. More insidious still is the subtle transformation of liberal arts courses and curricula into vocational enterprises, a process that panders to present attitudes and that further devalues the liberal arts tradition. A better approach would be to address the current problems by creating new opportunities to be taken advantage of in the present vocational and professional orientation of undergraduate students.

♦♦♦

For more than a decade, there has been an increasing public concern about ethics and values, especially as they relate to professional life. There has been a proliferation of articles, debates, and forums among lawyers, doctors, managers, engineers, and others about their ethical obligations and responsibilities. All of this has profound implications for undergraduate teachers.

There are several reasons why this new focus on ethics and values exists. In recent years, the disclosure of some glaring professional improprieties has been instrumental in raising issues that professionals sometimes prefer to avoid. The Watergate scandal was a major crisis for the legal profession because an embarrassingly large number of convicted persons had been members of the bar. Watergate generated scores of bar association ethics inquiries, law school professional responsibility courses, and a veritable barrage of articles and reports. The medical world has had similar problems. A decade ago the infamous Tuskegee Experiment was exposed, in which doctors from the U.S. Public Health Service observed 400 black men suffering from syphilis without providing treatment. This grisly affair, uncomfortably similar to the Nazi "medical" experiments, facilitated the creation of human subject protection committees as well as numerous courses and programs in medical ethics.

Another reason for the increased focus on ethics and values is the dramatic advance in technology. Developments in this realm have created new and complex ethical problems and have transformed society in powerful ways. Computer advances alone have generated issues that scarcely existed in the 60's and 70's. Sophisticated information retrieval systems have caused a serious re-examination of the right to privacy. These systems enable government agencies and business to discover intimate details about people's lives rapidly. Whether the police should have access to persons' total biographies when they are stopped for minor traffic violations and whether department stores should have the right to know about people's financial dealings 20 years prior to their application for credit are complex and controversial problems. Issues of this gravity should be treated carefully and systematically in colleges and universities.

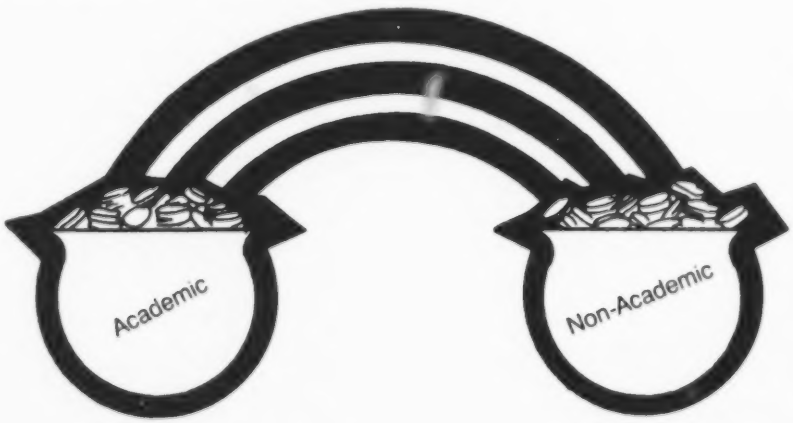
"Undergraduate pre-professionals especially need to test theory with practice and to get a glimpse of real professional activities."

Field studies and experiential educators (including some teaching assistants) can exercise impressive leadership in this area. It is unquestionably important to deal with ethics and values at a rigorous theoretical level; indeed, it is valuable to deal with such basic sources as Aristotle, Kant, and others even before a confrontation with applied problems. It is also useful to realize that one of the best ways to examine ethical issues is to observe (and participate in) the actual settings in which problems arise. Undergraduate pre-professionals especially need to test theory with practice and to get a glimpse of real professional activities. As most experienced teachers know, these realities often differ dramatically from their ideals.

Observing people making decisions in actual institutional settings provides a sense of the human pressures and political calculations that underlie most value decisions. It is therefore useful, for example, to talk to public prosecutors in order to determine why they choose to file criminal charges against some persons but not others. It is similarly instructive to watch medical personnel making agonizing decisions about whether or not to treat a severely neurologically handicapped infant. It is equally valuable to be on the scene in a corporation, police department, or other organization where computers are dominant sources of information.

The present public concern with values and ethics gives teachers the chance to direct students' understandable occupational interests into productive intellectual inquiry. This concern can serve as a catalyst for a more fundamental and comprehensive treatment of ethics. Traditionally, ethics has been taught as a discrete subject, often divorced from the realities of daily life. The new vocational mood of students could encourage some curricular changes in which ethics and values can be made integral to all areas of academic activity. Ironically, therefore, a mood that is fundamentally antithetical to the liberal arts could serve to strengthen that tradition and generate instructional improvements that are long overdue.

Experience suggests that contemporary undergraduates are highly motivated by the examination of the ethical problems of technology and the professions. Their interest in these areas, beyond the opportunities it can promote for broad curricular reform, has specific implications for teachers. Teaching assistants, in particular, are in an outstanding position to provide imaginative leadership in this area. Acting as section and discussion leaders, TAs are in classroom and group settings conducive to the in-depth exchange of ideas. Replete with complexity and controversy, ethical issues lend themselves well to small group discussion. Through their close relationships with students, TAs have a unique opportunity both to stress the importance of ethical inquiry and to illuminate the major substantive issues. When done effectively, this education reaffirms the liberal tradition, and provides a better foundation for intelligent career planning.



There are numerous ways to add experiential learning components in classes dealing with ethics and values. These methods are ordinarily available to all instructional staff. One of the simplest is to invite classroom visitors with significant personal experience in grappling with complex ethical dilemmas. A related approach is to arrange appropriate field trips. It is comparatively easy to bring a small section or class to a hospital, jail, court, factory, or law firm. A traditional form of experiential learning is to arrange individual field placements for a period of weeks, an academic term, or a summer session. The present concern with professional ethics has made field sponsors more receptive to undergraduate interns and more willing to discuss their policies and decisions. Finally, although more complicated and demanding, entire courses or sections can be developed that are entirely field-based. These efforts differ from, but complement more traditional lecture and discussion courses.

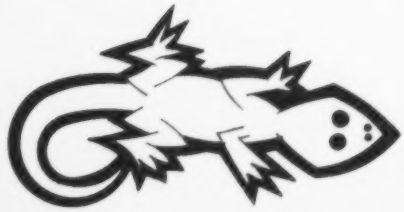
Any of these educational enterprises that focus on ethics and values would constitute an exciting and appropriate extension of the university's commitment to liberal learning and cognitive development. They would be a valuable antidote to the often crass careerism found among undergraduates. It is time for perceptive educators to take the initiative in addressing the demands of new economic, social, and technological realities. ■

—Paul Von Blum
Freshman/Sophomore
Professional Seminar
Program

Regardless of what experiential learning programs are called, they are built on a common pool of objectives. A particular program can address several or all of these objectives. Accordingly, experiential learning can provide students an opportunity to:

1. apply, integrate, and evaluate the body of knowledge and the method of inquiry of a discipline or field via first-hand participation;
2. acquire skills and values specific to a profession, occupation, social institution, or organization; e.g., accounting, law, hospitals;
3. acquire and develop general functional skills and attitudes necessary for effective adult life; e.g. interpersonal interaction, group process, intercultural communication, coping with ambiguity, and working on real problems with other adults;
4. develop the ability to learn in a self-directed fashion. This is encouraged by the opportunity to see real consequences of one's actions and to succeed or fail on criteria other than grades;
5. develop and use an ethical perspective or stance; to develop moral reasoning or judgment in ethically complex situations;
6. test careers by exploration or confirmation of career choices and to gain documented work experience;
7. become responsible citizens of the community by identifying issues of social concern and developing skills for citizen participation.

Thomas R. Haugsby



Fieldwork on Local Wildlife

During the Fall Quarter of 1981, I was placed in the resource management division of the Santa Monica National Recreation Area through the Geography Field Studies Program at UCLA. The internship was not field-oriented in the sense that I did all my work indoors, but the subject matter made up for that. I studied the local wildlife, from salamanders to falcons. I was allowed free access to much of the park's equipment and materials. The people I worked with gave me the respect of an equal, which added to my enthusiasm. As I finished one project after another, my opinions became more valued by my co-workers.

My on-the-job experience at S.M.M.N.R.A. was a complete success academically, but I also learned many valuable lessons about people and relationships. It took me several weeks to get a fair idea about what everybody did and how they did it. I saw first-hand how some members of the park's staff did not pull their own weight and how differences in personalities could prevent the flow of ideas and drive a wedge between two groups. I also had the opportunity to observe the bureaucracy and politicking behind the scenes. Yet this is a fine group of people. I came to the conclusion these very human imperfections occur everywhere. This is something I could not have experienced in the classroom or the library.

The internship was such a positive experience that I am continuing to volunteer my time at the park. I also have independently furthered my research work on the local wildlife. I highly endorse the Field Studies Program and would recommend it to anyone. ■

George San Miguel
Ecosystems

Why the Field? Why Not More Time in the Library?

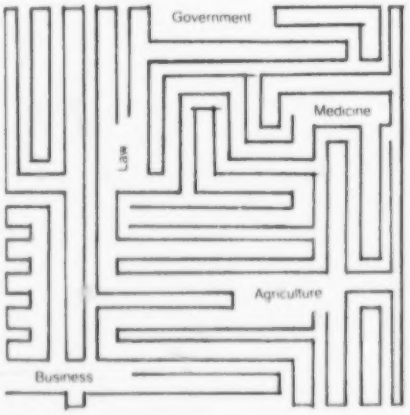
Why the field? Why not more time in the library? Why not additional time in discussion with the margins of a textbook? Why leave the predictable order of a campus schedule for the uncertain patterns of either the city or the countryside? These are some of the questions that bombard teacher and student alike as decisions are being made about field work in conjunction with a course or an academic program. They all miss the critical relationship between the field classroom, between practice and theory.

A most productive use of field work in an academic context is to demonstrate the validity of academic theory and hypothesis through exploration and observation in situations that have been created by the natural—or unnatural—forces of humankind attempting to make the built environment more satisfying. This process of perception, selection, promotion, demotion, maintenance and dispersal of favored components of the cultural landscape is a continual but erratic and frequently unpredictable human effort to achieve greater comfort. The actual pattern of these choices and consequent actions is a source of great potential learning; and their manifestations appear in architecture, gardens, New Town developments, tract neighborhoods, shopping plazas, agricultural patterns, abandoned cars, coastline land use, and myriad other expressions of the human use of the earth. The truth and the folly in these sometimes conflicting attempts are present in the field for those who explore.

This process of exploration is not one of replacing the learning available through bibliographic sources, but it is rather a supplement to such work. To read about the passing of an architectural fad is one level of truth, but to find evidences of such fickleness in an urban walk is to insure the observer's commitment to consideration of such changes in the face of the city. To feel that one has explored primary sources—which is what the landscape around us represents in so many cases—and from that observation and analysis to realize some pattern in human effort, is to make truth come closer to our own minds, to our own sense of what is important and worthy of consideration and recollection.

"To corroborate the reality of books by productive field exploration is to etch that education on the consciousness...and that is the goal of all education."

The field, in this sense, acts as an exclamation mark on observations and explanations made by people who have come before us of this aspect of the human scene. To anticipate reality through books is education. To corroborate the reality of books by productive field exploration is to etch that education on the consciousness...and that is the goal of all education.



There is another aspect of field work that helps to make worth its cost in time. Not only does an explorer in the field find support—or negative evidence—for theories gained from reading, but an intimacy or at least a concern may develop between the researcher and the phenomena being studied in the off-campus world. This heightened level of interest may come from the human interaction that the field often promotes, it may derive from the observer's sense that she or he is seeing things that fly in the face of library-spawned theory, or it may come simply from the different human faculties that must be utilized in field work—but in any case, this interest is significant in the depth of motivation engendered in the researcher. It is one thing to discuss the changing housing market in Los Angeles as a function of land values, inflation, economic trends, international capital movement, and regional and neighborhood imagery; but it is quite something else to talk to people being evicted because of new rent schedules that reflect these influences, or to talk to a number of unrelated adults living in a single-family house in an effort to cover the costs of shelter in the city. The human responses to theory make theory come alive. Such responses provide motivation for further understanding. Field work is critical in such a sequence.

There is yet another positive element in the field experience. Learning the nature of life and human effort from books requires literacy and discipline. Originality and insight, however, have already been provided by the author. When one is confronted with the jumble of landscape elements that characterize even a desert landscape, each observer is required to have some capacity for organization. How does this all fit together? Which elements come first? Which components in this landscape are the most critical, the ones most likely to shape the personality of this place? There is no landscape canon that can be memorized before reading the city or countryside. There has to be human sensitivity, creativity, and thoroughness. This field self-reliance is one of the rewards of trying to make sense of the disparate elements in any landscape not shown in a textbook. Inasmuch as we grow further and further each day from the demands of self-reliance, field exploration and its associated demands of analysis serve as a provocative reminder of what it is like to deal with unstructured situations. The field has intensity and such intensity fosters good learning. Finally, there is the dialogue that can occur as two observers view the same scene. Admittedly, good prose promotes creative and stimulating discussion, but so too can a good perspective on the human efforts in settlement, recreation, economic land use, aesthetics—to name just a few of the systems evident in the field. Two people seeing very distinct and even contradictory goals in the shaping of the human environment have a perfect forum for discussion and evaluation. Where does one get additional data? Whom does one ask about the intent of the community garden, the curious facade on the home, the decision to build a freeway off-ramp, the presence of a tree in such an unlikely niche? The problem is seldom fully solved in the field, but the process of taking a stance and attempting to prove one's position by initial field evidence is the stuff of productive education. Linking this broadened vista with library sources

"The landscape exists as a relentless evidence of what humankind has seen as important in the creation of productive and pleasant space."

that speak of the associated issues brings field work full circle and lets it play the provocative and productive role it should play in college education.

The landscape exists as relentless evidence of what humankind has seen as important in the creation of productive and pleasant space. One cannot learn of all life by analyzing this environment, but by combining field reality with academic theory, a good observer can develop a profound sense of what we have tried to fabricate as we transform natural or less-modified environments into yet more artificial settings. Such a transformation process draws its motivation from philosophical as well as economic and technological systems. Analysis and evaluation, in the same sense, can only be fruitful if that same breadth of human energy is called upon in field analysis.

"To read but not see is education left incomplete."

Working toward such understanding in the field is letting education touch all parts of our learning systems. To read but not see is education left incomplete. The field forces one to see. It is an essential step in a productive and realistic education. ■

—Kit Salter
Geography

"Students should not play life, or study it merely,...but earnestly live it from beginning to end. How could youth better learn to live than by at once trying the experiment of living? Methinks this would exercise their minds as much as mathematics."

—Henry David Thoreau

Notes From a Field Journal

UC Santa Cruz has developed and maintained a reputation for innovation in university education. Students seem to be as often pushed out of the traditional classroom setting as they are sent to the library. The university has made great strides in the distinction of integrating field experience into the liberal education, and we can learn a great deal about relevance and motivation from them. The following article was written by a UCSC undergraduate and published first in UCSC's Teacher on the Hill:

The sun is going down now. The distant mountains are glowing in beautiful shades of red, with deep purple shadows. The sky is cloudless, as it's been all day, fading from pale blue to orange haze on the horizon. The yucca-cholla flatlands are in shadow, as are the huge naked cliffs and boulders of Granite Mountain. We sit on the porch of the cabin, voices soft in the evening. Many work industriously on journals, while others with never-flagging interest key out plants, argue about geology, discuss birds sighted during the day. The smell of cooking fills the cabin and wafts out the open window.

I am very tired this evening after a day in the heat of the sun. I find this naturalist business strenuous and unfamiliar, and the extent of my ignorance is constantly being shown me. The more I learn, the more I am aware of not knowing. The plants are, for the most part, unfamiliar; the birds are still a mystery to me. I knew nothing of the history of the area before last night's presentation. It seems too much to learn, almost overwhelming.

But at the same time as my mind is struggling with the new birds and lizards and plants, I am enjoying it immensely —remembering that this information I picked up about the life and the environment here was not nearly as important or as enjoyable as seeing the creatures, feeling the heat of the sun, stroking the scales on the belly of a snake, smelling the fragrance of the turpentine bush, resting in the shade of the rough granite boulders.

The beauty of the desert cannot be reduced to scientific names or geologic eras, or metres; all this new information can be used in the enjoyment of the desert, but should not be allowed to get in the way. I found it necessary at times to back up, put down the notebook, and simply experience the desert with no trappings.

This is not to say I didn't appreciate learning all I did; I'm well aware that I would have missed much of what I saw today, had I been alone. I'm only trying to find a balance between all the new information coming to me, and my own experience of the desert. ■

—Natural History Student
UC Santa Cruz

"As scientists need their labs and artists their studios, so students of mankind need to use the 'real world' as their laboratory. They must venture back and forth between classroom and the fields in which humanity labors so that they can observe and explain 'the scheme of things.' The visible clash of theory with practice is as necessary to improve social knowledge as to prove the chemist's hypothesis. It is reality which tests the educated guess and disciplines the creative fancy. In nurturing intellectually creative and honest scholars, fieldwork is a useful partner of the academy."

—William Ker Muir
UC Berkeley
Field Studies Program

Field Studies and History

The Department of History is one of the campus departments that has a specific field studies coordinator (Geography, Psychology, Communications Studies are the others). As that coordinator, it is my task to find suitable placements, decide whether a student is eligible to apply for academic credit (it is not necessary to be a history major to receive academic credit for an internship through the History Department), and if appropriate, suggest a suitable faculty member who, based on the student's interest, previous coursework, field study and paper proposal, would best be able to guide the student and grade the term paper. It is also my responsibility to monitor the student's progress, read his journal, suggest how academics and practical learning can be integrated, make site visits and constantly evaluate the program including sending out evaluation forms to the student, the community sponsor, and the faculty sponsor.

Integrating practical learning and academic learning is sometimes the most interesting and challenging part of a student's internship. This can be done through history in many different ways. As an example, if a student had a field study in the media (a popular choice) he or she could consider writing a paper in one of the general areas—social, economic, political—or in one of the specific areas—urban, California, women's psychological, etc.—into which history is divided. The UCLA History Department is particularly rich, and most student's interests can be accommodated by one of our many versatile faculty members. To begin with, the student could write the history of the company or industry when the company or industry started and the vicissitudes it has gone through. This history could include both an economic and a social study and, where appropriate, a political analysis as well. This would be appropriate for a study of the role of television in politics and the way the media sees itself and the values of the industry. A historical perspective such as this study would provide is useful for anyone who intends to spend his or her life working in this area.

A micro approach could also be adopted whereby attention could be focused on a narrower topic serving, among other things, to increase the student's expertise in a given area. A recent television show, for example, was about the history of presidential assassinations and how the presidents elected in certain years ending in a zero (1860–1900, etc) have been assassinated. This show generated tons of mail! The student's suggestion for her paper was not only to do research on the assassinations and further her knowledge on the events, the periods and repercussions, but also to analyze media coverage of this topic, comparing it with the way historians have studied the same phenomenon. Was the media's depiction accurate and sophisticated, or did it make compromises in order to be sensational and absorbing? If the latter, what may one conclude about the media and about ourselves? Drawing sound conclusions from a study of this nature is a good education in the production of television programs and the values that the media and our society have.

"Term papers carefully formulated to integrate academic learning with knowledge and insights gained from field experience...aid in expanding a student's knowledge and experience, and assist in the process of growth."

Similarly, studies could be made focusing on the role and history of women in the media, international affairs, urban life, California life, the environment—the possibilities are great! Term papers carefully formulated to integrate academic learning with knowledge and insights gained from a field experience serve not only to meet the rigorous requirements of our academic departments but also aid in expanding a student's knowledge and experience, and assist in the process of growth.

Faculty members and TAs can use field experience as part of their courses or they can build entire classes around internship experiences. The rewards for students and faculty are great in terms of stimulating academic interest in students as well as in fulfilling students' personal and career goals. I, as the coordinator for the History Department, find this an exciting, challenging, and worthwhile task; I think others can too! ■

—Roger Long
History

Credits

Reading **WORKING** by Studs Terkel is probably the next best thing to experiential education, however we hope this issue emphasizes the positive side of combining the classroom and the field. Our special thanks to the following for **working** on this issue and **waiting** for it to be published: Peter Aitelli, An Anonymous Natural History Student from UC Santa Cruz, Terrie L. Heikkila, William Ker Muir from UC Berkeley, Mark Lipschutz, Roger Long, Linda O'Hirok, Jane Permaul, Professor Kit Salter, George San Miguel, and Paul Von Blum. The list on page 5 was taken from "History and Rationale for Experiential Learning" by Thomas Haugsby in the *National Society for Internships and Experiential Education*. The ever-pleasant art was designed and executed by the ever-pleasant Magda Diaz. Special thanks to Eat Cake Productions and Graphics expert Donna Ikkanda for keeping our picas in place.

Published by the
Teaching Assistant Training Program of
the Office of Instructional Development
70 Powell Library
University of California, Los Angeles
405 Hilgard Ave.
Los Angeles, CA 90024
(213) 825-9269

Edited by:
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the TA at UCLA NEWSLETTER

Issue No. 11 Spring 1983

The Learning Group:

WHAT IT IS AND WHY IT MAY BE BETTER

This is an edited version of an article which appeared in the September 1982 issue of the American Association of Higher Education Bulletin.

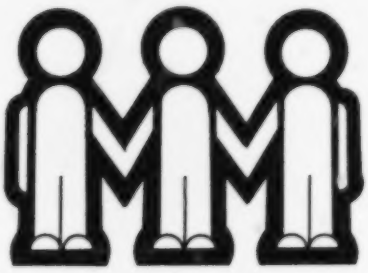
What if there were no lectures, just students setting themselves to work on tasks structured by their instructor? A dozen objections come immediately to mind. But there are some very good reasons—and intriguing examples of success—to suggest giving "learning groups" a try.

The basics are simple. A college class typically is divided into groups that will be permanent through the semester. Groups are small—no more than seven members—so as to promote active participation by each student. The professor is rarely a regular part of the group but rather assists the group in setting tasks and achieving goals. Each group then pursues its activities in ways of its own devising.

The term learning group connotes a process of group conversation and activity which promotes active learning on the part of participants; and methods through which faculty guide a learning process and structure tasks for groups to carry out.

Neither of these elements is new to higher education. But their combined use appears considerably more powerful than either used alone. Discussion without structured tasks can wander into incoherence or become meaningless. The usual provision of problems or study assignments can stimulate learning but, without the group context, opportunities for each learner actively to construct knowledge and receive feedback are reduced.

In this issue:



Peer Group Learning

On college campuses, true learning groups most often are found in psychology or sociology departments where small-group dynamics is taught. There are, however, a number of examples of learning groups on campuses that suggest some of the wider possibilities (see Learning Groups in Action). Standard objectives and myths about learning groups no doubt inhibit their adoption: Can as much material be covered? Can they work in mathematics and hard science courses where discussion seems to have less of a place? How can students teach each other when they don't know as much as the teacher? How do teachers use their expertise? Where is the structure in all of this?

In our experience, faculty members using learning groups have answers to such questions. Learning groups seem to cover course content at least as well as other approaches. They work in all disciplines. Students do not assume the teacher's role; they learn together in an activity carefully structured by the instructor. We think that learning groups are considerably underused. We see great potential in them.

First and foremost, they appear to increase the effectiveness and quality of learning. This enhancement of learning appears to be independent of institutional or student type, level of education, or subject matter. Imaginatively used, they produce a much broader spectrum of learning—specific subject-matter content, more general disciplinary concept, cognitive abilities, interpersonal skills, knowledge of self and community, and an understanding of how to learn.

With regard to specific subject-matter content, students in learning groups seem to do at least as well as students in more traditional lecture-and-discussion formats. This is partially due to the increased number of teachers, since members of groups learn from the group conversations. And in such small groups, more individuals are able to ask questions and discuss answers. They receive both assistance on issues with which they need help and immediate feedback on their learning. Courses cited at the University of Oklahoma and the University of Washington are pertinent examples of the use of learning groups in large clases 100 to 350 students.

"What if there were no lectures, just students setting themselves to work on tasks structured by their instructor?"

Learning groups increase student's comprehension of an ability to use underlying concepts. Contrast, for example, conventional classroom

discussion with dialogue in a self-led group. The group is small enough that everyone can participate actively. Individuals are sufficiently at ease to become involved spontaneously. All of the students have a problem to solve; they worked on the same material and are approximately equal in ability; there is no expert to be deferred to or to indicate the right solution. They must depend collectively on their own resources to solve the problem. Students are motivated to contribute what they can to a common goal; they are forced to listen carefully to one another, to discover and correct errors in what others say, to accept criticism, and to provide evidence for their conclusions.

"How can students teach each other when they don't know as much as the teacher!"

In a learning group, it is not enough to know the answer or to say that it is right. The group member must be able to defend an answer before others. Thus, effective communication is essential and becomes the process through which knowledge becomes understanding. We can only be said to know something when we are able to convince someone of what we know. It is in the learning group's process of communicatin that students themselves first become clear about what they know.

Put somewhat differently, we think it is possible to speak of knowledge as socially derived and determined and to view the learning process as the construction of knowledge through invention and dialogue. Many cognitive psychologists argue that true learning depends on an individual's success in forming connections between ideas, not in copying others. Dialogue within a learning group offers an opportunity to try out constructions, and to understand the reaction of others to tentative constructions. This activity takes place within settings in which all participants are relatively close to one another in a stage of development. By contrast, faculty and students are often at such different levels of understanding that they talk past each other.

Because learning groups create an active learning process, they promote a wide range of liberal educational goals.

The significance of this activity can best be appreciated by considering two facts about higher education. Success in college, as measured by course grades, shows little relation to success after college. And the abilities and qualities of mind commonly given as the goals of liberal education—which do seem related to future success—bear little relation to the expected behavior of students in the typical college classroom. According to these goals, students should develop initiative, leadership, empathy, interpersonal skills, and the ability to think and learn independently. In the traditional classroom, however, the student role is passive, dependent, rigid, and noninteractive. Given this discrepancy between student goals and methods of learning imposed by instructors, it is not surprising that success in class appears unrelated to success in life.

LEARNING GROUPS IN ACTION

A mathematics professor at the University of California-Berkeley found that grades of underprepared minority students in introductory math classes improve if students are encouraged to work together.

At Brooklyn College, a writing teacher discovered that better writing resulted when students read their papers aloud to each other and critiqued each other's writing. He has helped faculty members on other campuses develop similar collaborative learning approaches

By comparing students in organizational theory courses working in learning groups with students taught using lecture formats, a professor in the business school at the University of Oklahoma documented the higher achievement levels of students participating in groups.

Beaver College in Pennsylvania found such power in the learning groups it formed to teach writing that it is now expanding their use to other subject areas.

Professors at the University of Washington and Evergreen State College in Olympia found learning groups to be a successful method to help students wrestle with and master underlying concepts in a variety of disciplines.

At the University of the District of Columbia, some forty faculty reorganized classes so that learning groups became the principal instructional system. They discovered that this experience had profoundly altered their perceptions of their role as teachers and of the nature of education.

"We can only be said to know something when we are able to convince someone of what we know. It is in the learning group's process of communication that students themselves first become clear of what they know."

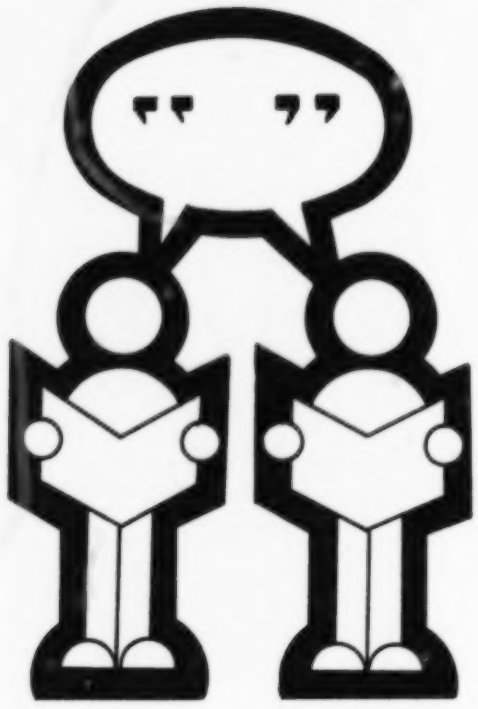
Beyond cognitive learning, the group learning experience affects attitudes and behaviors significantly. Students must rely on their own resources and accept responsibility in these situations. They begin to trust their own strengths and recognize their weaknesses. They see that it is up to them to work or waste time.

The emphasis in a group is on cooperation toward a common goal. There are many ways in which students can contribute to the process and, consequently, many opportunities arise for

students to achieve goals and build self-esteem. Members value one another for their contribution to the work of the group. These aims, rather than competitive drives or desire for the teacher's approval, become primary. The process allows for a more complex interaction among students and a greater range of behaviors than in the conventional classroom. A number of critical skills—decision-making, leadership, negotiating, peacekeeping—must be exercised and developed.

Both discussion and problem-solving enjoy widespread acceptance as educational activities. Yet it is together that they seem to have the most power to spark learning. The combination of the two, though, remains rare. Given the now-successful uses of them, learning groups deserve the attention of every imaginative teacher. They entail familiar and tested concepts, usable by all kinds of faculty, in all kinds of institutions, in all kinds of disciplines, at all levels of education, without external grants or the major alteration of a curriculum.

—Clark Bouton
—Russell Y. Garth



UCLA Peer Group Learning Program

In the Fall of 1982, the UCLA Academic Affairs Commission began a Peer Group Learning Program. Due to the limitation of funds at all departments throughout the unversity, classes at UCLA usually wind up much larger than either you or your students would like them to be. This leads to a lack of interaction in the classroom. Professors and TAs often find it difficult to teach material to such large classes, and students have trouble learning in such a difficult atmosphere. It would be impossible to have teachers meet with small groups of students without excluding many students who want to learn. The funds simply are not available to provide enough professors or teaching assistants to accomplish this. The Peer Group Learning Program, however, offers a viable solution.

The Peer Group Learning Program adds to lectures and reading material by splitting a class into groups of approximately five students, which meet once a week to discuss and answer questions on the course material provided by the professor. Thus, interaction between small groups of students within the guidelines provided by the professor supplants the actual presence of the professor at each group's meeting. Dr. Edy Kaufman, a professor in UCLA's Political Science Department, has used the method for the past two years, and his students have responded wonderfully.

> ***"Much learning does not teach understanding."***
>
> ***—Heraclitus***

The first stage of the method's workings is an organizational one. The teacher introduces the system to his or her students, and may wish to have them vote on whether or not they wish to use the method. This was useful in Dr. Kaufman's classes, in part because he gave his students a chance to discuss the method before voting. Next, the teacher asks for volunteers to assist in organizing the peer groups and handling organizational problems which arise throughout the quarter. My assistant and I (from Peer Group learning) will work with these monitors as much as we are needed.

In arranging the groups, we aim at creating an even distribution of students. We have drafted a sign-up sheet which asks for the student's year in school and how much experience the student has in the subject being taught. Students who have had classes in the same area or are seniors in their major would be put in different groups. Any teacher using the peer group method could arrange groups differently than suggested above. For example, Dr. Kaufman allowed students who knew three or four classmates to form a group on their own.

As we complete the organizational stage and move into the real work of the program, the teacher gives the class a set of questions relating to the course material. The types of questions asked will vary with the course material and the professor's preference. Next, the groups split the questions up among their members and decide on a place and time to meet. Most groups find it convenient to meet at night either in the home of one of the members or in the University Research Library, which provides study-rooms for students. Again, many other arrangements could work here.

Students come to their group's meetings with answers to their assigned questions and copies of their answers for the other group members. In this way students can easily discuss the questions before them. One of the monitors, my assistant or I will atttend at least one meeting of each group to see how well the method is working. We hope to see everyone participating and a good discussion of each question.

In addition to supplementing lectures and readings these peer groups improve learning in many ways. They help students to see others' perspectives; they give students a low-stress learning environment; they let all students participate and play a more active role in their learning. In these ways and others peer groups increase learning both qualitatively and quantitatively.

"[Peer Groups] help students to see others' perspectives; they give students a low stress learning environment; they let all students participate and play a more active role in their learning."

A common concern about Peer Group Learning is student motivation. Motivation has been high in Dr. Kaufman's classes. 90% of the students responding to an AAC questionnaire said they would like to see the method used in other classes. Regarding the groups themselves and how well they worked, 53% reported that all the members were usually prepared for the meetings. 55% responded that the discussion went well, and that alternative arguments were presented. Another statistic worthy of note is that 89% of the students claimed at least a slight increase in their ability to learn and retain material because of the nature of the peer groups. 39% of the students reported that their groups supplemented the reading and lecture material, while an additional 35% said that their group brought out new ideas.

Furthermore, a common complaint among students and faculty about the orthodox class format is that the competition which arises in some classes can actually detract from the potential value of that class. An amazing 91% of those students responding believed that the peer group method relieved some of that sense of competition. 84% felt better prepared for the final because of this method, and 93% felt that the personal interaction that occurred when using the peer group method made the class more interesting.

Peer Group Learning Classes at UCLA, Winter 1983

The Winter Quarter 1983 saw a marked expansion of peer group learning at UCLA. This flowering of a new teaching technique on campus provides an example of the wide variety of classes in which the method can be used. The following classes participated in the Peer Group Learning Program last quarter:

Course	Instructor
Biology 7 Introductory Cellular and Molecular Biology	A. Tobin
Economics 101A Micro Economic Theory	Murphy
History 7A Survey of the Political History of the U.S.	Appleby
History 149 American Economic History	Yeager
Kinesiology 132 Bio Mechanics of Musculoskeletal Injury	Zernicke
Political Science 111B History of Political Thought	Campbell
Political Science 138A Defense Studies	Potter
Sociology 1 Introductory Sociology	Horton

If you have any questions about peer groups, we would like to respond to them. You can reach us in the Academic Affairs Commission Office in Room 311 Kerckhoff Hall or call us at 825-2815.

Bill Maietta
Peer Group Learning Program

"I'll learn him or kill him."
—Twain

The Cooperative Learning Process

For the past three years at UCSC, the large undergraduate course in the psychology of learning has been taught with a combination of traditional lectures and small cooperative learning groups. Because the psychology of learning itself tells us that verbally *encouraging* cooperation among students is very different from actually *setting up* contingencies which reward students for cooperating, we introduced a modification of Elliot Aronson's "jigsaw" process into the course.

Aronson's cooperative learning technique as originally developed to help ease racial tension in Texas schools when integration was introduced there in the Sixties. In the model, students gather into groups of four to six, and

each student has the repsonsibility to teach one part of the curriculum to other members of the group. Students from different jigsaw groups gather into a second grouping, the "counterpart group," where they go over the material and discuss both its content and how to communicate the main points to the other students in the original jigsaw groups. When the jigsaw group convenes, each student then presents the part of the material which they have studied and discussed with their counterpart group.

At the university level we saw an opportunity to use the technique for a different purpose, to teach students something which they do not ordinarily absorb from the curriculum: an ability to work cooperatively in groups, and an appreciation for the power of group process.

> ***"Men are never so likely to settle a question rightly as when they discuss it freely."***
> ***—Thomas Babington Lord Macaulay***

It is ironic that throughout their public school and university years students are forced to compete with one another for the teacher's favor, the best grades, etc., before being released to the real world where they may work in cooperative groups, either in university research teams, professions, or industrial and business organizations. There the ability to work cooperatively will be highly valued. A competitive attitude, with its implication of downgrading the value and efforts of others, is not always the best way to function in the real world.

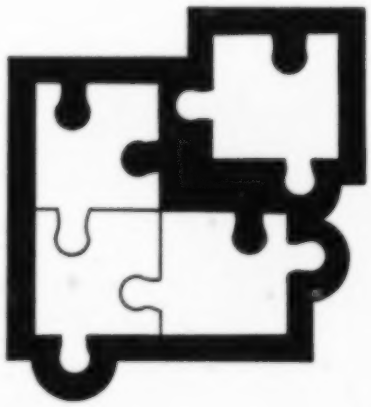
In 1975, with the aid of a curriculum improvement grant from the Regents, we set out to restructure the learning course to include cooperative groups. Beyond the regular textbook, read by all, the curriculum included about two dozen research papers of varying degrees of difficulty, which were fashioned into a jigsaw curriculum. In this first experiment with the cooperative method, we used one of the first lecture sessions to introduce the technique. All students participated in the process and groups were asked to meet once during a regular class hour, and once on their own, each week. This first experiment met with organizational problems: it is difficult to bring together six students on a regular basis where the absence of any one interferes with the learning of the other five. When students dropped the course, or missed sessions, the other students felt resentful and handicapped in their learning. They also found it difficult to break the competitive habits which had enabled them to get to UCSC in the first place. The overcoming of this attitude was one of the positive results of the experiment, however, and by the end of the quarter the student response to the technique was about 80 percent positive. They felt that the experience had been a valuable one, and they encouraged continuing the technique in the future.

In the subsequent two years, we have "fine-tuned" the jigsaw system for university students. With Martha Baer (Nagle), who was a TA in the course, we have published a book of readings especially designed for use in the jigsaw format. To reduce organizational difficulties, we have made several modifications in the structure of the groups: group size has been reduced from six to four, to increase the commitment of each student to the others in the group.

> ***"The mutual confidence on which all else depends can be maintained only by an open mind and a brave reliance upon free discussion."***
> ***—Learned Hand***

Also, the system was made voluntary after it became clear that the technique was not suited to everyone. Most students participated, however. Because informal meetings in students' dorms or apartments were difficult for them to arrange on a regular basis, all meetings of counterpart and jigsaw groups are now incorporated into scheduled section hours. The instructor and TAs act as rotating facilitators of the group process. With these modificators, the model has worked much more smoothly. We added a "dry run" group exercise in one of the first lecture periods of the course, where the students are divided into temporary jigsaw and counterpart groups and each student reviews a half-page description of some aspects of the organization or group dynamics of the jigsaw process itself. Finally, it was found expedient not to form permanent groups until the day class cards were due.

> ***"To teach is to learn twice."***
> ***—Joubert***



Though there is no question that the group experience is a positive one, it would be self-defeating to achieve this at the expense of academic performance. Methodologically it is unfair to compare jigsaw students wtih non-jigsaw students directly, because of the possibility of self-selection (though the differences between the two groups are negligible). The best test of academic performance was to compare students in the course the year before jigsaw was introduced with students in the first year of jigsaw, when the same textbook was used and some of the same examination questions were given in both years. On these questions there was no significant difference between the earlier non-jigsaw students and the later jigsaw group, which showed that while the jigsaw did not enhance academic performance, it did not retard it. The benefits to the students in their social skill and attitudes toward others are less tangible, but equally important, and the students' own reactions indicate that the extra work involved in organizing the jigsaw is well worth while.

This article appeared in UC Santa Cruz's Teacher on the Hill. With their permission, we have included it in our own newsletter this quarter.

—Bruce Bridgeman
College Eight/Psychology and Psychobiology

—Diane Bridgeman
College Eight/Lecturer in Psychology

An Undergraduate's View of Peer Group Learning

My first formal experience with Peer Group Learning was in Dr. Edy Kaufman's Political Science 131 course offered in the Fall Quarter, 1981. It was an exciting experience since, for the first time in my undergraduate career, I was able to genuinely enjoy learning. As a consequence, I feel I actually learned more.

The uniqueness of peer group learning at a place like UCLA was that it organized the learning process into a cooperative, rather than a competitive process. Because the underlying atomization of the classroom was overcome, I met more new people than usual. As a result, I felt more comfortable in expressing my own ideas. Similarly, one was able to "open up" and assume a stance of greater receptivity towards the ideas of others instead of viewing other's insights and progress as a threat to the class grade curve. Since insights were shared, we were able to pool our intellectual resources in a manner which made the progress of one the progress of all and vice-versa. In this context, if a certain idea or concept was not clear to me after a lecture or reading, I could rely on my study group to clarify it for me. Many members of the group came from other perspectives, fields, or subfields and, therefore, tended to focus on different aspects of a topic so that "new ways of seeing" were always being presented or things I had overlooked were brought to my attention in a non-exam

"...if a certain idea or concept was not clear to me after a lecture or reading, I could rely on my study group to clarify it for me."

situation. I therefore, had time to rethink my position or restudy a reading before being subjected to the all-seeing eye of the professor's red pen. Thus, not only was learning qualitatively better, for me, it expanded quantitatively as well.

This is not to say that all students rose to the same level of competence or received the same grades, quite the contrary. However, I found that the groups provided a non-examination form in which I could assess my own position in relation to others in the class. Merely knowing this in advance relieved some of the ever-present fear of our impending examination, since much of the anxiety over examinations stems not so much from being tested as from not knowing how you will do. Group sessions allowed one to assess where the best students were and, therefore, to know how much and what one still had to achieve. In this vein, the fact that all students in the groups were focused on a common set of study questions in their discussions meant that one went into an examination with a much clearer idea of what could be expected on an exam and of what was to be tested. Because the vague feeling was eliminated that "something was out there" which one had failed to study, hit and miss study techniques could be replaced by a concentration on those problems and topics which were actually important to the course.

"....the all-seeing eye of the professor's red pen."

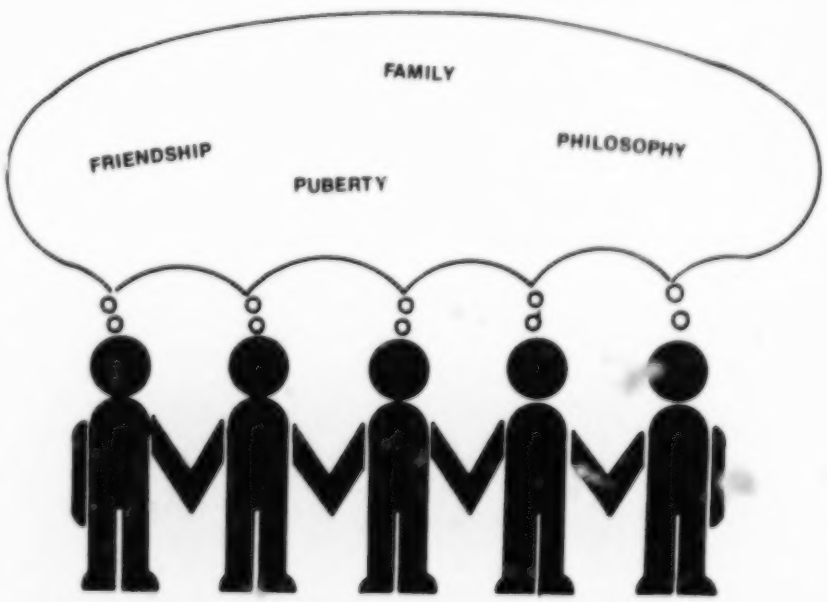
There is no doubt in my mind that the atmosphere of a small study group is more conducive to learning than a lecture hall. Moreover, they demonstrate that even today learning can still be a pleasant experience. I congratulate Dr. Kaufman for his willingness to participate in such a bold experiment.

—Shirley Yamahata

"Teacherless" Learning

When I first came to UCSC I started a psychology course called "Youth and Young Adulthood." Since that was in the mid-Sixties, there were plenty of issues to consider in the course. However, teaching people about themselves is a complex matter; imagine botanists teaching to flowers or geologists teaching to rocks. Especially in the Sixties, anything one said was questioned, as it should have been. Further, each generation tends to see itself as unique, and since reported research may be of another generation, it was easy to conclude that the data were obsolete.

That was one issue to be dealt with in teaching this course; the other issue was the familiar slogan of the 60's: relevance. Although this was rarely fully



defined (relevance to what?), upon questioning the issue was often relevance to personal or social problems—the "real world." How to achieve this? I decided to experiment with what I called "workshops" or "laboratories" of "personal and social relevance."

It went something like this. One of the class periods was devoted to small, leaderless groups (that is, lacking *official* leaders, although in such groups leaders often emerge), composed of half men and half women. The students were instructed, quite specifically, on what these groups were for: to *provide data* from 5 or 6 people about their adolescent development and experience. They were assigned such topics as developmental changes in attitudes and interests from puberty on, relations with parents, friendship patterns (same-sex, opposite-sex), puberty and body image changes, plans for the future—a whole series of vital and significant topics.

Before each group session, each student was to prepare a brief written summary of several pages about their own experience in the area to be discussed. A copy was to be given to me and the other taken to the group. In the group, they were to summarize and discuss their own papers. The TA and I distilled all the papers, summarized the themes or patterns, and used some of the papers (anonymously) as illustrative material for the whole class.

This was a way for students to see whether what they read or heard in lectures still applied to their generation, as it often did. Also, they could see how their own development changes during their adolescence resembled, or differed from, th[illegible]of others of their own generation. I warned them that these were not to be encounter or therapy groups, but simply a means of hearing about the youth and young adulthood of 5 other people.

The personal accounts are often quite remarkable and enlightening. Some students are ecstatic about the whole procedure. They find that not only do they hear from five others and see how they are similar or different, but they also come to understand how their generation fits what is present in the literature and how it differs.

"...student talked about how the groups helped them overcome loneliness and anxieties."

There were also some "side" effects which I hadn't anticipated. Many of the students reportedly became fast friends as a result of learning about each other, appreciating and understanding aspects of their lives and problems. In some of the evaluations of the course, students talked about how the groups helped them overcome loneliness and anxieties. So, although it was not at all what I had intended, the process is reported to have therapeutic benefits. And, in fact, I think it may have been more effective from that point of view than some intentional groups designed to develop friendships, or "kinships," because it was a side effect and not on the agenda.

It is also true that some students felt the groups to have been a complete waste of time, that they learned nothing from them, although that at times it was a pleasant social experience. For some, it was a narcissistic blow because it attacked their uniqueness. But the vast majority claimed that they had benefitted. They had learned among other things that what they had always thought was very private turned out to be very social.

I have continued this method in subsequent years, but do not require it; students who favor not doing it can do other things. I have not yet evaluated the process carefully, but do have many written "testimonials." It calls for a careful analysis to see *for whom* this kind of process is appropriate, and for whom it is not appropriate. That is, of course, the problem with all teaching methods, old or new. I should emphasize too that while leaderless discussion groups may have a place in various courses, the discussion of personal life history data of the kind described here is inappropriate for many courses.

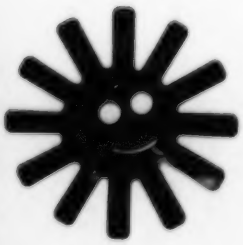
This article appeared in UC Santa Cruz's Teacher on the Hill. With their permission, we have included it in our own newsletter this quarter.

Max Levin
Crown/Psychology

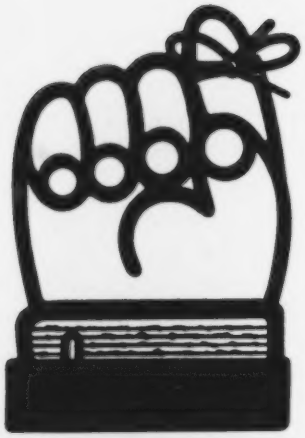
Previous Issues of The TA at UCLA Newsletter

The following is a list of past issues of the Newsletter which the TA Training Office still keeps on file. You are welcome to come by and take one.

Issue #2 Cheating and Plagiarism
Issue #3 Writing
Issue #4 Videotape
Issue #5 Anxiety
Issue #6 Motivation
Issue #7 Role of the TA
Issue #8 TA Training
Issue #9 Where to Go, What to Do, Who to See
Issue #10 Experiential Learning



"All things are filled full of signs, and it is a wise man who can learn about one thing from another."
—Plotinus



!Change of Address!

The TA Training Program Office has moved. Effective Winter Quarter, 1983 our office will be located in the basement of the College Library, 70 Powell. Our telephone number will remain unchanged, 825-9269. If you get lost trying to find us, feel free to call and ask directions.

the TA Forum at UCLA NEWSLETTER

Published by the
Teaching Assistant Training Program of
the Office of Instructional Development
70 Powell Library
University of California, Los Angeles
405 Hilgard Ave.
Los Angeles, CA 90024
(213) 825-9269

Edited by:
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For Future Reference

For those who are interested in finding out more about group and cooperative learning, the following short bibliography may be useful as a guide.

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"That is the happiest conversation where there is no competition, no vanity, but a calm quiet interchange of sentiments."
—Samuel Johnson

Credits

Special thanks to Deborah Cooney, editor of the Bulletin of the American Association of Higher Education, to Clark Bouton, and Russell Garth for their permission to reprint an edited version of "The Learning Group." Sociologist Clark Bouton is a professor at the University of the District of Columbia. At UDC, he and forty other faculty members worked together to create learning groups, a move that "made us rethink our academic lives." Russell Y. Garth, project officer with the Fund for the Improvement of Postsecondary Education since 1976, has overseen several recent FIPSE-funded learning group experiments, which "left me convinced they were an idea of great promise."

As usual, we are indebted to Teacher on the Hill for letting us reprint the items by Bruce and Diane Bridgeman (Psychology, UCSC) and by Lynda Goff (Biology, UCSC). TOTH is self-described as "faculty conversations about teaching and learning at UCSC." TOTH is sponsored by The Task Force for Instructional Improvement at UC Santa Cruz. We find it especially stimulating and encourage you to drop by our office (70 Powell Library) and look through our file copies. Many people helped to put this issue together. Our thanks and appreciation should go to Bill Maietta, of the UCLA Peer Group Learning Program, who put us onto the idea for this newsletter and who helped tremendously in assembling materials. We also thank Shirley Yamahata, for sharing her experiences in peer group learning with us, and Magda Diaz for conceiving and executing the art work for this issue.